

# WARREN COUNTY SCHOOLS

## Functional Behavioral Assessment Guide

1. **Identify the strengths** (Strengths include skills and abilities, attitudes and values, preferences, attributes).

*To consider:*

- What are the child's interests?
- What are the child's strengths? (cognitive, academic, vocational, social, other)
- What are the strengths of the family?
- What are the strengths of the school, teacher(s)?
- Are there other strengths of the formal or informal support systems?
- Can we reframe deficits into relative strengths?

2. **Collection of information across settings and respondents**

*To consider:*

- Remember that observations can be direct (done by teacher) or indirect (done by a third party), and when observing for the **target behavior**, can be observations concerning frequency, intensity, and/or duration. The observer must also remember to look at the level of academic task, environmental issues, peer relationships/interactions and teacher/child relationship/interaction (ratio of positive to negative interaction).

3. **Identify and define specific target behaviors**

*To consider:*

- What behaviors are exhibited that interfere with the child's learning? (How frequent, how intense, how long lasting?)
- What behaviors are exhibited that interfere with the learning of others? (How frequent, how intense, how long lasting?)
- What behaviors are you most concerned about?
- What behaviors are difficult for adults to tolerate?

**Target Behavior** (choose one and operationally define it. The target behavior chosen should be observable, measurable, and repeatable. It should also address **3 key questions**: *What is the child doing? When/under what circumstances is the child doing it?, and How often is the child doing it?*)

4. **Develop Hypothesis and Intervention**

*To consider:*

- Remember a hypothesis is an informed guess about the manner in which challenging behavior interacts with the environment.
- When addressing the notion of **reinforcement**, the team may want to consider the following questions:
  1. What kinds of reinforcers work with this child?
  2. How often does he/she need reinforcement?
  3. What will he/she "buy into"?